

1858-59

ANNUAL REPORT

OF THE

1859

SCHOOL COMMITTEE

OF THE

TOWN OF CANTON.

1859.

PRINTED BY ORDER OF THE SCHOOL COMMITTEE, IN ACCORDANCE WITH AN
ACT OF THE LEGISLATURE OF 1859.

CANTON:

PRINTED BY WILLIAM BENSE.

1859.

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

TOWN OF CANTON.

1859.

PRINTED BY ORDER OF THE SCHOOL COMMITTEE, IN ACCORDANCE WITH AN
ACT OF THE LEGISLATURE OF 1859.

CANTON:

PRINTED BY WILLIAM BENSE.

1859.

R E P O R T .

By chapter cccxiv. section 1, of the statutes of 1854, it is provided that the citizens of any town may annually require their School Committee to appoint a Superintendent of Public Schools, under the direction and control of said School Committee. Acting under this provision, the town of Canton, in 1856, increased the number of their School Committee so as to have in the board a representative from each district, and instructed them to appoint a Superintendent, which was accordingly done. Since that time, although the town have never taken any definite action on the question of appointing a Superintendent, the Committee, presuming it to be the intention of the town that such a course should be pursued, have in each successive year appointed one of their number to perform the active duties of superintending the schools. It should not, however, be inferred, that the Committee, in pursuing this course, yielded any part of their deep interest in the prosperity of the schools, or their profound sense of their responsibility as guardians of the educational interests of the town. On the contrary, there are certain important duties of the School Committee which cannot, or at least ought not, to be intrusted to a single member. The altering or amending of the list of text-books to be used in the schools is one of these duties, and has received the attention of the whole board. The examination of teachers has also been attended to by the whole Committee ; while that somewhat difficult and distracting question of the division of the money appropriated by the town for schools, among the several districts, — difficult, because so little regard is apt to be paid to the true principles that should govern such distribution ; and distracting, because of the natural desire of each district, through their representa-

tive, to obtain as large a share as possible, — this question, having been given to the School Committee for solution, engaged, in the beginning of the year, the earnest and deliberate attention of every member. The individual members of the Committee, chosen, as the present practice of the town is to choose them, one from each district, have rendered invaluable assistance to the Superintendent, by furnishing him, from time to time, with a certain kind of information concerning the schools in their respective districts, which, being gathered in a great measure outside of the schoolroom, could not so well be obtained in any other way, but which, as indicating the public sentiment of the district with regard to its school, is of great value to him.

Your Committee believe that there are some radical defects in the school system, as at present constituted in this town. To call your attention to some of these defects, and to suggest such remedies as have commended themselves to their judgment, will be their earnest purpose in this report. One of the most glaring of these defects, and one whose disastrous effects upon the progress of our schools it needs but a moment's consideration to appreciate, is the necessity of a constant change of teachers. This evil was adverted to in the able report of your Committee of last year, and is again urged upon your attention here, under the conviction that more good can be accomplished by persisting in the cause of reform in a single direction, than by the suggestion each year of an entirely new set of evils to be remedied, while those already suggested still remain.

So fully impressed are the minds of your Committee with the magnitude of this evil, that it is their opinion, based upon actual observation, that at least *one-eighth part of the entire appropriation of the town for school purposes is rendered of no avail by this pernicious practice*. And yet it is believed that this is not the most disastrous result of this evil. The exchange of one teacher, who has been tried and found qualified for his or her arduous vocation, for one of a different sex, of whose antecedents the Committee can at best know but little, and that little in many cases to be obtained from such questionable authority as letters of recommendation, furnished by persons no better known than the applicants themselves, is an experiment which, involving as it does the success or failure of a half year's schooling, cannot be too carefully avoided.

But, granting that the second teacher may be in all respects as well qualified as the first, it is a fact conceded by every one whose experience has made him at all conversant with the business of education, that there are just about as many ways of teaching as there are teachers ; and that a teacher, to teach successfully, must teach in the way peculiar to himself. His aim should be to reproduce himself in the minds of his pupils ; and, just so far as he fails in doing this, he fails in his vocation. The youthful mind is imitative ; and how important it is that it should have, in that which is constantly before it, the right subject for imitation ! Under the present system, no sooner does one teacher's cast of mind or style of thinking begin to produce its effects upon the minds of his pupils than, presto ! another mind controls them. The plastic clay, in the hands of a new potter, is made to take a new form ; and former impressions are obliterated. As, in acquiring the art of penmanship, nothing retards the establishment of a settled handwriting so much as a constant change in the style of the copies ; so, in training the mind to think and the heart to feel aright, which we hold to be the true province of education, nothing can be more fatal to the formation of correct habits of thought and feeling than a constant change of the controlling mind and heart held up for imitation. As many a poor invalid, in the hope of regaining that health which has been denied him, but ignorant of the physiology of the human frame, is led to adopt one course of treatment after another without pursuing any with that steadiness of purpose which would have insured success, until at last, discouraged in mind and exhausted in body, he yields his shattered constitution an easy prey to the fell destroyer ; so many a youthful mind, thirsting after knowledge, but ignorant of the most accessible approach up the hill of science, is told by one guide to take this route, but, just as he has begun to ascend, he is directed by another guide, who has superseded the former, to pursue a different route, either of which patiently followed, which is not permitted in his case, could not fail of bringing him to the summit, until at last, weary and faint, he begins to regard as the only result of all his labors the fatigue they occasion, — gradually learns to distrust all guides and every path to knowledge, and yields but too willingly his energies to the pursuit of butterflies along the smooth but declining highway of ignorance and vice.

We think, that, in thus dwelling upon the magnitude of this evil, we have been guilty of no exaggeration. But it were useless to prate of evils unless some remedy may be provided. How shall we throw off this incubus upon our school system? It may be done by abolishing the district system; but it is believed the town are hardly prepared to take this step at present. It may be done by establishing a High School, where all those pupils too far advanced to be under the tuition of female teachers may attend, and by employing female teachers throughout the town in all the other schools. That this important step must soon be taken, there can be no doubt. The location of a High School, together with the necessary provision for the erection of a suitable building and the support of the school, are among the incidents to this question.

Without pretending to discuss in detail the advantages that might be expected to arise to a community like our own, from the establishment and maintenance of such a school, furnishing as it would to all the children of the town, as they grow up, facilities for obtaining a more complete and thorough education, without the necessity of seeking it out of town, which very many of those who most earnestly desire it are pecuniarily unable to do — and thus contributing to elevate materially the intellectual standard of the next and succeeding generations, rendering them more capable of conducting their own affairs as well as the affairs of the nation — we cannot in this connection do less than point to what has been the experience of those towns which have already taken this step, as to its economy.

It is believed to be the almost universal experience of such towns, that the *additional attractions furnished by a High School to wealthy and intelligent strangers to settle within their limits, have, in a few years, increased their taxable property sufficiently to reduce the percentage of valuation appropriated for schools even below its original limit before such a school was established.* The additional appropriation would then, it would seem, involve the necessity of a higher rate of taxation for but a short period at most. We have thrown out these few suggestions in the hope of bringing this important subject home to the individual attention of every thinking man and woman in the town, to the end that whenever the question shall be presented to the town for action, they may be prepared by proper reflection to act wisely.

Meanwhile, though not by any means as a *substitute* for a High School, the committee would recommend the adoption of some such plan as the following: let there be two of our schools, one at the north and the other at the south part of the town, taught by male teachers the entire year; the former to be open to all pupils north of a certain limit, say the Unitarian Church, and the latter to all pupils south of that limit, whose qualifications shall be deemed sufficient by the school committee. Under this plan, all the other schools in town might be taught by female teachers throughout the year, and the great evil of repeated changes be in a great measure avoided. Of course, the consent of the two districts whose schools would thus be thrown open to pupils residing beyond their limits would be essential to the consummation of this plan; but it is believed that the advantages that would accrue to them, not less than to all the people in the town, would be found sufficient to insure their acquiescence. The cost of supporting a system like the one proposed *would not exceed that of our present imperfect system*. This important fact can easily be demonstrated. Costing no more therefore, and accomplishing or having the facilities for accomplishing so much more, what true economist can object to its adoption?

Another evil, of less magnitude, but yet an evil, is the practice of authorizing prudential committees to contract with teachers. It would seem that the committee whose duty it is to pass upon the qualifications of teachers, should have the authority to contract with them, in order that their qualifications may be ascertained *before* the contract is made, instead of *afterwards*, as has been the case heretofore. Under the system which has been in vogue here, it not unfrequently happens that teachers are engaged for months previous to the time for commencing their labors, and do not present themselves for examination until just before that time arrives. To refuse such teachers a certificate, when found incompetent, involves the necessity of seeking a new candidate at a late hour, when generally the best teachers are engaged; while it has been found that most of those teachers who have failed to keep good schools have been *the very ones who, in the absence of any contract, would never have been engaged after an examination*. In the one case, the rejection of a candidate is *the annulling of a contract already made*, and that too at the eleventh hour; while, in the other, it is merely a *refusal to contract* with any who may be *suspected* of incompetency.

Again : it is a principle well understood among business men, that competition tends to furnish a better article for a more reasonable price. Why not apply this principle to the procuring of our teachers, by having all applicants examined, and out of the whole number the best selected, — the member of the School Committee from each district having the nominating power ?

The discussion of this question has, however, been rendered less necessary at this time, as will be seen from the following Statute, which takes effect on and after the first day of July next : —

SECTION 1. The School Committee of each town shall select and contract with the teachers of the public schools ; and they shall require full and satisfactory evidence of the good moral character of all instructors who may be employed, and shall ascertain, by personal examination, their qualification for teaching, and capacity for the government of schools.

SECTION 2. This act shall take effect from and after July first, in the year one thousand eight hundred and fifty-nine.

The purpose of the Committee in introducing this subject has been to urge upon the town, in addition to the reasons already given, the confusion that must ensue should they see fit to instruct prudential committees to contract with teachers, up to the time when this Statute takes effect.

The above are evils growing out of the *school system* adopted in this town ; but we shall now proceed to speak of an evil growing out of — shall we say it ? — the indifference manifested by too many parents to the intellectual welfare of their children ! We refer to that hydra-headed enemy to all progress in our schools, — inconstancy of attendance.

It is comparatively easy to eradicate evils of system. An appeal to the thinking portion of the community, a vote, and it is done. Not so with evils of the latter class. Neither voting nor passing of resolutions will accomplish their removal, unless followed by consistent action on the part of individual members of the community. The outgrowth of individual indifference, their abatement, if accomplished at all, must be accomplished by individual reform.

But what steps shall be taken to arouse the community to a proper and full appreciation of their annual loss from inconstancy of attendance ? Let us consult the record of the past year. The whole number of pupils belonging to the schools the past year has been

551. The average attendance has been 435. Only *four-fifths* of those pretending to go to school have attended regularly ; or, to state the matter in a different form, the children whose names appear upon the school registers, as having belonged to the schools the past year, have attended but *four-fifths of the time that the schools have been open and supported for their instruction !* Can any other conclusion be drawn from this plain statement of facts, than that we, the citizens of Canton, who profess to be able to manage our affairs with diligence and economy, have been *squandering by our negligence one-fifth of our school appropriation ?*

But we cannot estimate the magnitude of this evil in dollars and cents. It involves the loss of time, as well as money ; and every hour of time wasted is a mortgage upon eternity that can never be redeemed. It not only interferes with the progress of the absentee in his studies, but must, in a measure, retard the progress of every member of his class. It discourages the teacher ; and last, but by no means least, it engenders, in the mind of the pupil allowed to absent himself for trivial causes, the same indifference that he sees manifested by his parents.

These are only a few of the baneful effects of inconstancy. If we have labored for one reform more than another, during the past year's connection with the schools, it has been for the abatement of this evil. Our appeals, however, have necessarily been limited to the pupils, together with such parents as have assembled at the closing examinations. We now appeal, in the most earnest manner, to every parent in the town, to take this matter home to themselves, and apply the remedy where it is most needed.

There is, however, a bright side to this picture, to which we now call your attention. The following are the names of those pupils who have not been absent or tardy, in a single instance, during a whole term of school :—

In District No. 1, Master Charles H. Fisher. In District No. 2, Miss Mary Peterson, Masters N. Howard Tucker, and Horace Davenport. In District No. 3, Grammar Department, Masters Alfred Hurd, Benjamin Woodbury Jewell, Herbert Stanley Messinger, and George Endicott Everett. In District No. 4, Misses Eliza F. Blair, and Emma F. Jones. In District No. 6, Misses Caroline White, Caroline C. Briggs, Mary C. Fuller, Herma White, Lizzie

White, and Mary L. Chase, Masters Elisha White, John A. Briggs, George H. White, and Edgar Dean. In District No. 7, Grammar Department, Misses Sarah E. Shepard, Ellen Shepard, Mary E. Drake, Masters Arthur F. Belcher, Arthur Shaw, N. William Dunbar, and James A. Makepeace.

Primary Department. Miss Emma Bense, and Master Frederic P. Drake.

Of these, Miss Caroline White, Miss Mary C. Drake, and Masters Charles H. Fisher, George E. Everett, Herbert S. Messenger, Elisha White, George H. White, Arthur F. Belcher, Arthur Shaw, and Frederic P. Drake, *have not been absent or tardy during the entire year!*

We shall now proceed to a more particular account of the condition and progress of the several schools.

DISTRICT NO. 1.—CANTON CENTRE.

SUMMER TERM. — Teacher, Miss Mary E. Tucker. Whole number of pupils, 47 ; average attendance, 37.

WINTER TERM. — Whole number of pupils, 44 ; average attendance, 34.

This school has been under the charge of Miss Tucker during the entire year. She has been faithful and unwearied in her endeavors to keep a good school. She has had some very serious obstacles to contend with ; not the least of which has been the wretched condition of the schoolhouse ; rendering it imprudent for parents, during the cold weather, to send their children to school. That she should have been able, under these circumstances, to succeed so well as she has, is matter of surprise and congratulation. Your Committee have learned with pleasure that a movement is on foot in this district that bids fair to result in a new schoolhouse. May that good time be hastened !

DISTRICT NO. 2.—PUNKAPOG.

SUMMER TERM. — Teacher, Miss Myra Beaumont. Whole number of pupils, 34 ; average attendance, 30.

WINTER TERM. — Teacher, Mr. Frederic B. Dodge. Whole number of pupils, 38 ; average attendance, 31.

It is with real pleasure that we record the marked efficiency with which this school was taught during the summer term. Energetic and persistent, the teacher left nothing half taught. English Grammar was particularly well taught. We trust the services of Miss Beaumont may be again secured for the coming season.

During the winter term, under the tuition of Mr. Dodge, the school made considerable progress. Geometry and Algebra were both taught in this school during the entire year, as was also the former in District No. 1. At the closing examination, some excellent compositions were read.

DISTRICT NO. 3.—SOUTH CANTON.

GRAMMAR DEPARTMENT.

SUMMER TERM.—Teacher, J. C. Meade. Whole number of pupils, 38 ; average attendance, 33.

WINTER TERM.—Whole number of pupils, 53 ; average attendance, 43.

The progress of this school, under the tuition of Mr. Meade, an experienced professional teacher, has been steady. The discipline has been of a high order. A marked improvement in that too much neglected acquirement, Penmanship, has been observed. The drawing of maps, as an every-day exercise, has been one of the salient features of this school. Some beautiful specimens of these maps were exhibited at the final examination. The greatest improvement, however, was noticed in Reading. We expect to find some good readers in every school ; but when, as in this school, we find, with very few exceptions, all good readers, and the first class excellent readers, we are at a loss to express our gratification. The holding of only one session, in this district, on stormy days, has been a serious drawback upon the schools. We trust we have seen the last of it.

INTERMEDIATE DEPARTMENT.

SUMMER TERM.—Teacher, Mrs. Martha C. Meade. Whole number of pupils, 46 ; average attendance, 39.

WINTER TERM.—Whole number of pupils, 46 ; average attendance, 39.

Here there has been no change of teachers during the year ; and

the advancement of the school has been highly encouraging and satisfactory to all concerned. With a peculiarly felicitous manner—firm though gentle—Mrs. Meade early succeeded in establishing excellent order in her schoolroom, and securing in an eminent degree the affection of her pupils. Reading and Mental Arithmetic were both well taught. The copy books evince a very marked improvement.

FIRST PRIMARY DEPARTMENT.

SUMMER TERM.—Teacher, Miss Eveleen L. Knaggs. Whole number of pupils, 61; average attendance, 48.

WINTER TERM.—Whole number of pupils, 55; average attendance, 41.

We are pleased to be able to say that the standard of discipline in this school has been materially elevated since the commencement of the winter term, and this notwithstanding the fact that a large accession was made to this department from the second primary. Of the exercises at the closing examination, the Committee were most pleased with those in Mental Arithmetic and Geography.

SECOND PRIMARY DEPARTMENT.

SUMMER TERM.—Teacher, Miss M. Adelaide Mansfield. Whole number of pupils, 64; average attendance, 44.

Owing to the resignation of Miss Mansfield, at the commencement of the winter term, and the prospect of a somewhat less numerous attendance in all the primary departments during the winter months, the winter term was discontinued; a portion of the pupils being transferred to the first, and the remainder to the third primary departments. The results of the teacher's labors, during the summer term, were gratifying to all concerned.

THIRD PRIMARY DEPARTMENT.

SUMMER TERM.—Teacher, Miss Charlotte E. Bense. Whole number of pupils, 85; average attendance, 53.

WINTER TERM.—Whole number of pupils, 70; average attendance, 39.

A recent graduate from our public schools, Miss Bense, in this her first school, has given evidence of qualities that go to make up a first rate teacher. The school was rendered much more difficult to manage during the winter term, by the addition of nearly one-half the pupils of the second primary, discontinued, and by the very irregular attendance of all. Notwithstanding these discouraging circumstances, however, the results attained in this department have been of a highly satisfactory nature.

DISTRICT NO. 4. — YORK.

SUMMER TERM. — Teacher, Miss Elizabeth A. Withington. Whole number of pupils, 27; average attendance, 20.

WINTER TERM. — Teacher, Mr. C. M. Sawtell. Whole number of pupils, 26; average attendance, 20.

In reference to the summer term of this school, your Committee feel compelled to say that very little was accomplished. Very soon after the commencement of the winter term, however, unmistakable evidences were manifested that the services of a teacher of the right stamp had been engaged. The appearance of Mr. Sawtell seems to have been the signal for a grand resurrection of the dormant energies of the school; and, under his faithful and energetic tuition, it has received an impulse which, it is hoped, may prove a permanent one. In both Arithmetic and Penmanship, the progress has been wonderful, and unequalled by any other school in town.

DISTRICT No. 5. — PLEASANT STREET.

SUMMER TERM. — Teacher, Miss Ellen H. Crehore. Whole number of pupils, 52; average attendance, 35.

WINTER TERM. — Teacher, Mr. Edmund Davis. Whole number of pupils, 55; average attendance, 38.

The summer term commenced with Mr. B. W. Packard as teacher. At the expiration of four weeks, however, he resigned his position, and Miss Ellen H. Crehore was engaged, who gave herself unreservedly to the task of reclaiming the school from the unfortunate condition in which it had been placed by the incompetency of Mr. Packard as a disciplinarian. The closing examination showed that her labors had not been fruitless.

The work of raising the standard of order was continued by Mr. Davis during the winter term. The pernicious system, however, which involves the necessity of a repeated change of teachers, must first be abandoned before any permanent improvement can reasonably be looked for here or elsewhere.

DISTRICT No. 6.—WEST CANTON.

SUMMER TERM. — Teacher, Miss Martha M. Davis. Whole number of pupils, 70 ; average attendance, 53.

WINTER TERM. — Whole number of pupils, 57 ; average attendance, 42.

Miss Davis has taught the school both the summer and winter terms, and it is believed to the entire satisfaction of the people residing in the district. This school, with the exception of one of the primary schools in District No. 3, is the largest in town, and, being a mixed school, has labored under great disadvantages. The attendance has also been materially affected by an unusual amount of sickness among the children of the district ; fifty-two pupils, however, were present at the final examination, although several of the larger boys had previously left school to go to work.

DISTRICT No. 7.—GRIDLEY SCHOOL.

GRAMMAR DEPARTMENT.

SUMMER TERM. — Teacher, Miss M. J. Dickerman. Whole number of pupils, 34 ; average attendance, 26.

WINTER TERM. — Teacher, Miss Ellen R. M. Stetson. Whole number of pupils, 28 ; average attendance, 25.

It has been the policy of this district, for several years, to retain the services of the same teacher from year to year, and the eminent position the school attained under this system is a practical illustration of the great advantage to be derived from its introduction elsewhere. By the resignation of the teachers, however, a year ago, vacancies were occasioned in both departments ; and Miss Dickerman received the appointment to teach the grammar school. Her ability as a teacher is too well known to need any comment from us. It is sufficient to say, that, under her tuition, the school fully maintained

its right to be considered the best school in town. The absence, however, of that cordial co-operation of parents, pupils, and teacher, so essential to permanent success, led to her resignation at the end of the summer term.

For the winter term the services of Miss Ellen R. M. Stetson, favorably known from her connection with the primary department, were engaged. We have, in another part of this report, advanced the idea that a teacher, to teach with the most complete success, should impress her own individuality upon her school, and not another's. This idea is well illustrated in Miss Stetson's connection with this school. Abundantly qualified, as we believe, to teach an excellent school, her anxiety to avoid the difficulties that had obstructed the path of her predecessor, led her to adopt a standard of discipline *not her own*, and which could not fail to affect unfavorably the progress of the school. At the closing examination, however, there were some excellent recitations in English Grammar, History, and Natural Philosophy.

PRIMARY DEPARTMENT.

SUMMER TERM. — Teacher, Miss Ellen R. M. Stetson. Whole number of pupils, 45 ; average attendance, 36.

WINTER TERM. — Teacher, Miss Louise M. Clarke. Whole number of pupils, 32 ; average attendance, 20.

This school was taught, during the summer term, by Miss Stetson, with the most gratifying results. During the winter term also, under the tuition of Miss Clarke, commendable progress has been made. A departure however, during the past year, from the usual policy of the district, in respect to changing teachers, has not been unproductive of evil in both departments. This we say without any reference to the comparative merits of the teachers employed.

In the above synopsis of the condition of the schools which have been under our supervision during the past year, we have aimed at impartiality and truthfulness ; and it is believed that our impressions therein communicated, will, upon careful examination of those best qualified to judge, be found correct.

For the Committee,

J. MASON EVERETT.

SCHOOL COMMITTEE.

EZEKIEL CAPEN.

NATHAN TUCKER.

J. MASON EVERETT.

JOSEPH W. WATTLES.

JOHN FANNING.

JAMES S. SHEPARD.

SAMUEL B. NOYES.

ASA SHEPARD.

JESSE FENNO.

T A B L E.

PRUDENTIAL COMMITTEE.	District.	No. of Teachers.	Whole No. of Pupils.		Average Attendance.		Over 15.		Under 15.		No. between 5 & 15 May 1, 1888.	Amount of money appropriated by town.	Length of School in weeks.		Total of Weeks.	Wages Per Week, including board.		Amount of Money paid for teaching.
			Summer.	Winter.	Summer.	Winter.	Summer.	Winter.	Summer.	Winter.			Summer.	Winter.		Summer.	Winter.	
Elihu Wentworth	1	1	47	44	37	34	0	7	5	0	63	\$279 58	20	16	36	\$6 50	\$7 00	\$242 00
Nathan Tucker	2	1	34	38	30	31	2	13	1	0	36	\$279 57	18	14	32	\$7 00	\$9 25	\$235 50
Charles Endicott	3	5	38	53	33	43	5	15	0	0	282	\$1,096 33	22	14	36	\$12 50	\$12 50	\$1,031 00
			46	46	39	39	0	0	0	0			21	13	34	6 00	6 00	
			61	55	48	41	0	0	0	0			22	13	35	5 00	5 00	
			64	70	44	44	0	0	0	0			22	1	22	4 00	4 00	
			85	85	53	39	0	0	10	5			20	13	33	3 00	4 00	
Jefferson May	4	1	27	26	20	20	0	2	0	0	33	\$279 58	18	16	34	\$4 50	\$8 12½	\$211 00
Franklin Reed	5	1	52	55	35	38	1	9	3	0	64	\$279 57	19½	15½	35	\$6 00	\$9 00	\$256 20
Corodon Spaulding . . .	6	1	70	57	53	42	0	2	6	1	74	\$314 08	23	17	40	\$5 87½	\$7 00	\$254 12
James S. Shepard	7	2	34	28	26	25	4	2	0	0	72	\$395 40	21	13½	34½	\$7 50	\$6 00	\$397 50
			45	32	36	20	0	0	7	1			21	13½	34½	\$4 68	\$4 50	
Total	7	12	603	504	454	372	12	48	32	7	614	\$2,924 11						\$2,647 32

LIST OF TEXT-BOOKS

ORDERED BY THE SCHOOL COMMITTEE TO BE USED IN THE SCHOOLS OF CANTON.

READERS. — New Testament, Russell's American School Reader, Swan's Readers, and Russell's Primer.

SPELLERS. — Swan's Spellers, and Worcester's Dictionary.

ENGLISH GRAMMAR. — Weld's, Tower's First Lessons, and Weld's Parsing Book.

ARITHMETIC. — Emerson's First Part, Colburn's Mental, and Greenleaf's Introduction, and National.

GEOGRAPHY. — Cornell's Series, and Warren's Physical Geography.

PENMANSHIP. — Payson, Dunton, & Scribner's.

HISTORY. — Parley's, Goodrich's United States, and Worcester's General History.

MATHEMATICS. — Sherwin's Algebra and Davies' Geometry.

PHYSIOLOGY. — Cutter's Physiology and Hygiene.

BOOK-KEEPING. — Hanaford and Payson's.

NATURAL PHILOSOPHY.

